

CRITERION IX.: STUDENTS

The program shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities which will enable each of them to develop competence for a career in public health.

IX.A.1. Description of the program's recruitment policies and procedures.

Within the School of Medicine at USUHS, the Office of Graduate Education (GEO) is responsible for advertising the University's graduate education programs. Locally, information about the University and the graduate education programs is placed in college newspapers. Other advertising occurs in Peterson's Guide, Roll Call, Black Collegian, and IM Diversity, the University website (<http://www.usuhs.mil>), and in recruitment brochures produced by the Graduate Education Office. These brochures are distributed to approximately 1000 institutions nationwide, usually in early spring. The distribution list includes colleges serving underrepresented minorities, for example, historically black colleges and Hispanic-serving colleges, among others. Beyond GEO recruitment efforts, the PMB Department participates only minimally in activities to seek applicants for its master's and doctoral level public health programs. The primary mission of the MPH program at USUHS is to produce "knowledgeable and highly skilled public health professionals ...[to] support the global mission of the Uniformed Services." The vast majority of our students are directed by their respective Services to apply for admission to USUHS.

IX.A.2. Statement of admissions policies and procedures.

The admissions policies of the PMB Department clearly state that our Graduate Programs are open to all qualified civilian and military applicants. However, the unique mission of our University, Department, and Graduate Programs dictate that preference be given to Uniformed Services members. The MPH program is a one-year "in-residence" program requiring at least 60-quarter credit hours for graduation. No tuition or fees are levied. Uniformed Services members continue to receive their regular active duty pay and allowances during this period of training. Civilian students in the master's degree programs are not eligible for stipends. However, civilian students (U.S. citizens) in the Department's DrPH or PhD (Medical Zoology) programs do receive stipend support.

Information on the admissions policies and procedures is available at a number of websites. The USUHS Graduate Education Bulletin (available through the USUHS website <http://cim.usuhs.mil/geo/>) and the PMB Department's Information Handbook for Graduate Medical and Public Health Programs (<http://www.usuhs.mil/pmb/Handbook.pdf>) describe the University and Department admission policies and procedures. Other documents with information regarding admissions include the USUHS Graduate Student Handbook and the brochure produced by the GEO on Graduate Programs in Biomedical Sciences (also available at <http://www.usuhs.mil/adm/catalog/GradEdBioPH0406.pdf>). The MPH/MTM&H program is

advertised as a one-year offering, and there is no formal program for part-time students. However, a small number of Uniformed Services students may be allowed to complete the MPH over a two-year period based on special consideration and action by the Director of the Graduate Programs. In all instances, however, previous education and experience in a health field is a primary consideration in the selection process for admission to any of our Graduate Programs in Public Health.

Specific procedures for foreign applicants and policies on preferential admission to each of the Department's Graduate Programs are stated in the Department's Information Handbook for Graduate Medical and Public Health Programs. All PMB Graduate Programs preferentially admit qualified members of the Uniformed Services. In addition, the MTM&H program requires an acceptable medical degree and the completion of at least one year of clinical training prior to enrolling in this Masters program.

Each prospective student must submit an application package, which includes complete transcripts of all post-secondary education, results of the Graduate Record Examination (GRE), three letters of reference from individuals familiar with the applicant's academic, professional, or military background, and a personal statement by the applicant expressing his/her career objectives. In addition, active duty Uniformed Services personnel must obtain the sponsorship of their parent organizations.

An applicant may request a waiver of the GRE requirement for admission. A previous doctoral degree is generally considered the minimum requirement for a GRE waiver. Previous academic achievement, particularly in mathematics and sciences, is also considered in granting a GRE waiver. The Director of Graduate Programs makes a waiver recommendation to the Associate Dean for Graduate Education in the Office of Graduate Education.

The Office of Graduate Education processes all applications. Applications are then reviewed and scored by members of the Masters' Program Review and Evaluation Subcommittee of the PMB Department's Graduate Affairs Committee. The committee members recommend acceptance, rejection, or placement on a wait list for each applicant and forwards these recommendations to the Associate Dean for Graduate Education following review and concurrence by the Director of Graduate Programs and Chair of the PMB Department. Admission committees for the PhD and DrPH degree programs process applications for doctoral program admission in a similar manner.

Military physicians selected for graduate medical education in Aerospace Medicine, General Preventive Medicine/Public Health (GPM) or Occupational and Environmental Medicine (OEM) residency programs (<http://www.usuhs.mil/gme>) also apply for admission to our MPH and MTM&H degree programs for their first formal year of residency training. The PMB Department at USUHS houses two residency programs in GPM and OEM that are part of the National Capitol Consortium. The application process for the MPH or MTM&H degree programs at USUHS is the same, whether or not the candidates have been selected for residency training in the USUHS-based GPM and OEM residency programs or other General Preventive Medicine/Public Health or Aerospace Medicine residency programs based at other military medical centers.

IX.A.3. Examples of recruitment materials and other publications and advertising that describe, as a minimum, academic calendars, grading and the academic offerings of the program. The most recent catalog must be included. References to website addresses may be included.

These recruitment materials will be available for review by the CEPH site visitors.

IX.A.4. Quantitative information on the number of applicants, acceptances and admissions, over the last three years.

Numbers of applications have consistently exceeded available positions in our Graduate Programs. Over the past four years, there have been a total of 328 applications submitted. Nearly 61% of the applicants were offered admission, and just fewer than 75% accepted and matriculated. The average class size has been approximately 35 individuals over the past four years. This class size is close to the maximum number of students the Graduate Programs can accommodate since our core courses serve students from other Departments and interdisciplinary programs at USUHS, and there are limitations to class size imposed by maximum seating capacity in available classrooms. *Table IX-1* provides a summary of admission statistics for the last four academic years.

Table IX-1. Graduate Programs in Public Health at the USUHS Master Degree Programs

Admission Statistics

Academic Year	2001-2002	2002-2003	2003-2004	TOTAL
Applications	74	95	88	328
Selections	46	53	59	200
Matriculations	35	41	45	149

Source: USUHS Graduate Education Office Records, April 2005

Most students admitted to our Graduate Programs have had prior training or experience in public health fields. Over the past three years, 56% of students already had doctoral-level professional degrees in medicine or allied health fields at matriculation, and an additional 8% had master's degrees.

IX.A.5. Quantitative information on the number of students enrolled in each degree program identified in Criterion V.A., including a headcount of full-time and part-time students and a full-time equivalent conversion, over the last three years.

This information is provided in *Table IX-2*.

Table IX-2. Student Enrollment by Degree Program, 2002-2004

Degree Program	2001-2 Total # (part-time #)/ FTE conversion	2002-3	2003-4
MPH	29	37	32
MTM&H	0	0	2
MSPH	2	0	1
DrPH	4	3	3
PHD (EHS and Med Zoo)	1	2	1
Total	36	42	39

Source: USUHS Graduate Education Office Records, April 2005

IX.A.6. Identification of outcome measures by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those measures over the last three years.

The outcome measures regularly used to evaluate the Graduate Programs' success in enrolling a qualified student body are: (1) graduation, withdrawal, and academic probation rates, (2) performance on Board examinations, (3) positions obtained post graduation, (4) contributions to the scientific literature. In addition, feedback from alumni on program effectiveness and self-perceptions of competency in public health practice combined with feedback from supervisors of alumni has recently been established as another outcome measure.

Over the past three years, graduation rates have been close to 100% across our 6 graduate degree programs. One student voluntarily withdrew from a doctoral program and four have been placed on academic probation over the past three years, but all successfully completed their programs of study. Criteria for academic probation within Graduate Programs are stricter than for the University as a whole. Remediation efforts have been universally successful to date.

Another measure of Graduate Programs' success in enrolling a qualified student body is Board Certification pass rates on the American Board of Preventive Medicine certification examination among graduates of residency programs in Aerospace Medicine (RAM), General Preventive Medicine/Public Health (GPM), and Occupational and Environmental Medicine (OEM) among USUHS program graduates in these residency programs. Eligibility for certification examination the American Board of Preventive Medicine (www.abprevmed.org) follows successful completion of a two- (GPM and OEM) or three-year (RAM) residency program. A significant portion of this examination evaluates the concepts and principles of the core disciplines in public health (biostatistics, epidemiology, behavioral science, environmental science, and health services administration). Our residents have been overwhelmingly successful. In the past three years, all who have taken the examination have passed it, with one exception. See *Table IX-3*.

**Table IX-3. American Board of Preventive Medicine (ABPM) Board Certification Data
USUHS Masters Degree Students who completed a Two Year NCC/USUHS
Residency Program**

	2002	2003	2004
General Preventive Medicine			
Number of Program Graduates	5	4	2
Sat for ABPM Examination	5	4	2
Passed ABPM Examination	5	4	2
Occupational & Environmental Medicine			
Number of Program Graduates	4	6	6
Sat for ABPM Examination	3	6	6*
Passed ABPM Examination	2**	6	5***

* One 2004 OEM program graduate attended Harvard University for MPH

** One 2002 OEM program graduate passed on second attempt

*** 2004 OEM program graduate passed the core examination and will re-take the OEM Specialty examination in November 2005

Source: NCC/USUHS Residency Records and ABPM Web Site verification, April 2005

The graduate programs at USUHS are unique in that employers (i.e., the military Services) send candidates for training with the expectation that graduates will return to their respective Services with the necessary new knowledge and skills to function effectively as public health professionals. Over the years, our students have held a number of high level positions following graduation. Examples are attached (*Attachment IX-1*).

Contributions to the scientific literature are another measure of success in admitting qualified candidates for graduate studies, as well as an overall measure of the impact that our graduates have on the public health arena. As expected, not all graduates publish in the scientific literature, but significant proportions have. Between 1999 and 2001, the proportion of graduates with publication(s) was fairly consistent at between 50 and 60%. See *Table IX.4* for a summary of publications among our graduates.

Table IX-4. Publications among PMB Graduates, 1999-2003

Year	Class Size	No of Authors	No of Publications
1999	31	16	80
2000	40	24	70
2001	31	18	70
2002	35	10	23
2003	39	8	14

Source: Publications PubMed search, Fall 2004

Alumni and supervisor surveys have just recently been implemented (pilot survey), and the first set of responses is currently being analyzed. Surveys at one- and three-years post-graduation are planned.

IX.A.7. Assessment of the extent to which this criterion is met.

IX.A.7.a. Strengths

The PMB Graduate Programs at USUHS was designed and implemented specifically to train public health officers for the U.S. military. Experience over many years indicated that civilian programs did not optimally prepare military personnel for the practice of public health in the military. The program components and the practicum experiences of students in the USUHS MPH program are designed to meet the needs of the Uniformed Services. Our Graduate Programs have a quantitative focus and include military-relevant program content. The materials describing the program and distributed for purposes of recruiting by the Office of Graduate Education accurately reflect our policy of preferential admission for members of the Uniformed Services. The pool of highly qualified applicants consistently exceeds the number of students that can be accepted, particularly for our MPH program, each year.

IX.A.7.b. Weaknesses

Because of our unique educational mission, the applicant pool is largely determined by the public health workforce needs of our Uniformed Services community and tends to reflect the demographic composition of the U.S. military rather than the general population. Although this factor may result in some degree of diminished diversity within each class, our admissions committees continue in their efforts to admit qualified civilian students, who bring unique perspectives to the mix of uniformed graduate students, whenever possible on a space-available basis. The high cost of living in the local economy, in addition to the demands of a 60-credit program of study designed to be completed over 12 months (with no night or weekend classes available), tends to place this program out of reach for economically disadvantaged individuals, even though tuition is not an issue.

IX.A.7.c. Recommendations

The Department is attempting to undertake an in-depth study of the current and projected five- and ten-year needs of the Department of Defense for fully trained and credentialed public health officers (including residency program slots). Using this information, the PMB Department and the University can assess resource needs relative to the needs of the individual Services for number and categories of student enrollment each year. In the course of conducting this self study, the Department recognizes the need for more specific policy regarding admission, which will be used as a future guide.

This criterion is met.

CRITERION IX.B.: Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, sex, race, disability, religion or national origin.

Admission policies and procedures for all graduate programs in the University are set forth in the Graduate Education Bulletin. The USUHS Graduate Student Handbook, the Graduate Programs in Biomedical Sciences brochure, and the Department's Information Handbook for Graduate Medical and Public Health Programs also describe admission policy. These are applied equitably to all applicants within the constraints of our mandate for preferential admission of Uniformed Services personnel. PMB Graduate Programs descriptions of admission policy explicitly states that qualified members of the Uniformed Services receive preference for admission over civilian applicants. Students enrolled in our Graduate Programs receive equitable treatment with respect to completion of degree-granting requirements regardless of age, sex, race, disability, religion or national origin.

IX.B.1. Description of policies, procedures and affirmative action plans to achieve a diverse student population.

The University has a strong EEO policy with regard to student recruitment and selects students for admission on a competitive basis without regard to race, color, sex, creed or national origin. This policy is implemented throughout the University. The relevant Affirmative Action program is that of the Department of Defense, and the University and the Department of Preventive Medicine and Biometrics support minority enrollment. The Office of Graduate Education has specifically targeted under-represented communities in their recruitment efforts (e.g., advertisements in ethnic journals, such as Black EEO Journal, Black Excellence, Hispanic Times, and the Black Collegian). Currently, PMB Graduate Programs are advertised in Peterson's Guide, Roll Call, Black Collegian, and IM Diversity. Advertisements state that the University is an equal opportunity institution with a strong commitment to racial, cultural and ethnic diversity.

IX.B.2. Quantitative information on the demographic characteristics of the student body, including data on applicants and admissions, over the last three years.

Tables IX-5 and 6. Graduate Programs in Public Health: Applicant and Student Demographics

Table IX-5. Applicants

	2001	2002	2003	2004	2005	Total
Total number per year	74	95	88	71	83	411
Male	50	61	62	47	45	265
Female	24 (32%)	34 (36%)	26 (30%)	24 (34%)	38 (46%)	146
Ethnic minority	26 (35%)	25 (26%)	15 (17%)	20 (28%)	34 (41%)	120
Ethnicity not reported	4	7	5	3	1	20

Source: USU Graduate Programs Office Files, September 2005

Table IX-6. Admissions

	2001	2002	2003	2004	2005	Total
Total number per year	46	53	59	42	50	250
Male	36	30	46	27	28	167
Female	10 (22%)	23 (43%)	13 (22%)	15 (36%)	22 (44%)	83
Ethnic minority	9 (20%)	9 (17%)	3 (5%)	6 (14%)	9 (18%)	36
Ethnicity not reported	3	3	5	2	2	15

Source: USU Graduate Programs Office Files, September 2005

Over the past five years, 318 applications were received, of which 34% were female and 20% ethnic minorities. Of the 222 offers for admission, 32% of the candidates were female and 13% minorities. Of the 172 who accepted and matriculated, 28% were female and 14% were members of minority groups. Minority groups represented include Native American, African American, Hispanic American, and Asian American.

Non-U.S. citizens must meet strict criteria for admission to USUHS and constitute a small proportion of our applicants and students. Foreign nationals usually attend our University through one of two mechanisms: (1) eligibility under provisions of the Military Sales Act of 1949 or the International Military Education and Training program or (2) participation in a bilateral program of education and research between USUHS and another institution. Since members of our community are deployed worldwide after graduation, foreign students in our Graduate Programs provide not only classroom diversity, but also a global perspective on public health issues.

IX.B.3. Identification of measures by which the program may evaluate its success in achieving a demographically diverse student body, along with data regarding the program's performance against these measures over the last three or more years.

The measures used to evaluate the success of our Graduate Programs in achieving a demographically diverse student body include numbers and proportions of enrolled students who are female or members of ethnic minority groups, numbers of non-US students, numbers of civilians, and general trends in demographic categories over time.

Over the past five years, the proportion of female applicants remained fairly constant at around one third (range 27 to 44%). See **Table IX-6**. Among those who matriculated, the proportion of females was somewhat more variable (36%, 16%, 39%, 19%, and 32% from 2001 to 2005, respectively). One-fifth to one-quarter of applicants were considered to be part of an ethnic minority group over this same time period, with the notable exception of a significant drop to 3% in 2004. Slightly less than one-fifth of those who matriculated were categorized as ethnic minorities, except for the drop in 2004. One explanation for the low numbers in 2004 may be that many of the students applying that year (42%) did not report their ethnicity.

A characterization of the previous three classes is provided in the following table.

Category	2001-2002	2002-2003	2003-2004
Uniformed Services Members	31	38	38
Civilians	8	9	8
MD/DO	17	15	16
DVM	4	11	5
Foreign Nationals	1	2	0
Total	47	47	46

IX.B.4. Assessment of the extent to which this criterion is met.

IX.B.4.a. Strengths

The pool of highly qualified applicants remains larger than the number of students accepted into the program each year, indicating that interest in the program remains strong. Although the PMB Graduate Programs preferentially admits members of the Uniformed Services, particularly into its Masters degree programs, qualified civilian applicants as well as qualified uniformed applicants and enrolled students are accorded equitable treatment with respect to stated policies on application and admission, as well as degree-granting requirements, regardless of age, sex, race, disability, religion, or national origin. The far-reaching and positive influence of former graduates involved in global public health activities ensures continued interest in our Graduate Programs and potentially a more diverse applicant pool over time.

IX.B.4.b. Weaknesses

The uniformed officers in health-related career fields dominate the PMB Graduate Programs applicant pool and, therefore, reflect the demographic composition of the U.S. officer corps serving in health-related fields rather than the general U.S. population. Members of the Uniformed Services must meet the physical fitness standards for active duty military service, and, consequently, individuals with mental or physical handicaps are also under-represented.

IX.B.4.c. Recommendations

The Department should continue to ensure that its stated policies and procedures are applied equitably to all applicants to our Graduate Programs as well as enrolled students.

This criterion is met.

CRITERION IX.C.: There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

The academic advising system for students enrolled in the PMB Graduate Programs is described in the Department's Information Handbook for Graduate Medical and Public Health Programs and in the packet of materials sent to students prior to matriculation. Career and placement advice is typically handled by specialty advisors in each military Service and is a prominent component of our Graduate Programs with a student body of predominately uniformed personnel. Students in the two residency programs housed within the PMB Department receive career counseling and placement advice, as well as academic advising, by their respective Program Directors.

IX.C.1. Description of the advising and counseling services, including sample orientation materials such as student handbooks.

All students enrolled in the Department's Graduate Programs are assigned academic advisors who are members of the full-time faculty. Students are matched with faculty advisors based on choice of degree program, expressed area of interest or selected area of concentration within the MPH or MSPH curriculum, affiliation with a residency program, and/or specific Uniformed Service affiliation. Faculty advisor assignments are distributed to the students at orientation or before, and students are encouraged to meet with their advisors early and regularly throughout their program of study.

As described in the Information Handbook, the faculty advisor is responsible for advising the student in the selection of an appropriate curriculum, for monitoring student performance, and for counseling. Typically, academic advising includes helping the student select an area of concentration within the MPH program and ensuring that elective courses and independent projects are consistent with program and concentration objectives. A curriculum planning worksheet is provided during orientation and is completed by the student and advisor and returned to the Deputy Director of Graduate Programs, who also serves as the Director of Graduate Research and Practicum Programs. The MPH independent project is the "culminating experience" of the program and requires curriculum planning and adherence to a timeline in order to be completed within 12 months. Academic advisors may play a significant role in helping students with their projects, whether or not they serve as the primary project mentor. At a minimum, faculty advisors assist the student in selecting an appropriate independent project and project mentor. In the event that a student encounters academic difficulty, the faculty advisor helps to develop a remediation plan, meets with the Student Academic Review Subcommittee to present the plan to improve academic performance, and actively monitors the student's progress.

The majority of our students return to jobs within their respective services or agencies following graduation. For military members, each of the Services has specialty-specific career and placement consultants who are available for career guidance and advice. For civilian students, advisors and faculty mentors play an important role in career planning and job placement.

Faculty members are available to assist current and past students in finding employment in the public health arena. Some graduates of the MPH program have acquired jobs and/or valuable work experience with members of the adjunct faculty. The PMB Department also maintains a bulletin board for posting of job notices received.

IX.C.2. Information about student satisfaction with advising and counseling services.

Assessment of the faculty advisor program is accomplished both during the academic year and at the time of the annual exit survey and overall evaluation of the Graduate Programs. Students are encouraged to seek both formal and informal advice from senior military officers on the PMB faculty. At the end of the academic year, the Director of Graduate Programs conducts a meeting to ask the students for feedback on various aspects of their graduate education experience, including academic advising. An exit survey instrument is also distributed, which encompasses all aspects of the program including faculty advising. A copy of the most current exit survey instrument is available for review.

In addition, other faculty from the Graduate School of Nursing conduct an independent review of the Graduate Programs annually. During group exit interviews, comments pertaining to academic advising and counseling have included that advisor interaction is perceived to be student-driven and that there is a need for improved communication with the Brigade administration.

These evaluations indicate that members of the faculty are regarded as accessible and responsive. As a result of feedback from students, advisor-student assignments now emphasize greater academic and career field compatibility.

IX.C.3. Assessment of the extent to which this criterion is met.

IX.C.3.a. Strengths

The faculty to student ratio serves to optimize academic advising. Faculty members generally have no more than 1-2 students assigned to them each year, which allows adequate time to meet the individual needs of students.

IX.C.3.b. Weaknesses

None identified.

IX.C.3.c. Recommendations

No changes needed.

This criterion is met.

CRITERION IX.D.: Students shall, where appropriate, have participatory roles in conduct of program evaluation procedures, policy-setting and decision-making.
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IX.D.1. Description of student roles in evaluation of program functioning.

In addition to the end-of-year evaluation program described above, students complete course evaluations throughout the academic year. These evaluations are reviewed by the Graduate Programs Director and the PMB Chair before distribution to appropriate Division Directors and individual Course Directors. Responses from the Course Directors are returned to the Graduate Programs Director. All evaluation forms are maintained in course folders by the Program Administration Specialist and are available for review.

Through formal program evaluation, course evaluation with feedback loop, and direct feedback through class representatives, the Graduate Programs collects information related to program functioning. In addition, students serve on committees charged with review and evaluation of the Masters and Doctoral degree programs, as well as the PMB Graduate Affairs Committee. As a result of accumulated data points over time, a number of changes have taken place over the past few years: Statistical computing migrated from SAS to SPSS; Biostatistics II and Epidemiology II evolved in response to student comments; a series of seminars related to the practicum and independent project (PIP) requirements was implemented.

IX.D.2. Description of student roles in governance, as well as in formal student organizations.
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A representative from the USUHS graduate student population is elected to serve as a voting member of the University's Graduate Education Committee. The Graduate Student Association (GSA) holds elections. Although all graduate students are members of GSA, it is most commonly a venue for PhD and DrPH students since the MPH students are only at USUHS for a year. PMB class representatives (one each from the Masters and Doctoral student groups) are voting members of the Department's Graduate Affairs Committee. Additionally, students are appointed to ad hoc committees established to evaluate the Department's educational programs. During the 2003-2004 academic year, students participated in a faculty retreat that focused on CEPH accreditation and future academic and research opportunities.

IX.D.3. Assessment of the extent to which this criterion is met.

IX.D.3.a. Strengths

There are a number of ways in which the Graduate Programs Director and the faculty seek and obtain direct feedback from students about program functioning related to their educational experience. This information is regularly provided to course instructors for review and

appropriate action, if necessary. Several program changes have occurred as a result of student feedback.

IX.D.3.b. Weaknesses

None identified.

IX.D.3.c. Recommendations

No changes needed.

This criterion is met.

Attachment IX-1

Examples of Positions Filled by PMB Graduate Programs Alumni as a Measure of Success in Enrolling a Qualified Student Body:

- Commander, 227th Preventive Medicine Detachment; Edgewood, MD
- Manager, Health Hazard Assessment Program, U S Army Center for Health Promotion and Preventive Medicine (CHPPM); Aberdeen Proving Ground, MD
- Executive Officer, 520th Theater Army Medical Laboratory; Edgewood, MD
- Program Manager, Non-Clinical Programs, Naval Undersea Medical Institute; Pensacola, FL
- Epidemiologist, Naval Safety Center; Norfolk, VA
- Student Naval Aerospace Physiologist; Naval Operational Medicine Institute; Pensacola NAS, FL
- Naval Aviation Survival Training Center; Patuxent River NAS, MD
- Flight Commander, SGPF; Langley AFB, VA
- Officer in Charge, Training and Radiation Safety, USAF School of Aerospace Medicine; Brooks City-Base, TX
- Officer in Charge, Public Health Officer Training, USAF School of Aerospace Medicine; Brooks City-Base, TX
- Health Physicist, Air Force Institute of Operational Health Brooks City-Base, San Antonio, TX
- Medical Research Monitor, HEDR; Brooks City-Base, TX
- Aerospace Medicine Specialist, 16th OSS/OSM; Hurlbert Field, FL
- General Preventive Medicine Residency Director, USUHS
- Director, Human Performance Laboratory, USUHS
- Assistant Professor, Division of Environmental & Occupational Health; USUHS, MD
- Center for Health Promotion & Preventive Medicine; Aberdeen Proving Ground, MD
- Executive Officer, 520th Theater Army Medical Laboratory; Edgewood, MD
- Aerospace Physiology Flight; Beale AFB, CA
- Aerospace Physiology Flight; Davis-Monthan AFB, AZ
- Squadron Commander; 59 AMDS; Wilford Hall Medical Center; Lackland AFB, TX
- Director, Division of Aerospace Medicine; USUHS; Bethesda, MD

Graduates of the NCC/USUHS General Preventive Medicine and Occupational & Environmental Medicine Residency Programs have been assigned to the following positions:

2002

- Army Medical Department Center and School; San Antonio, TX
- Army Center for Health Promotion and Preventive Medicine; Aberdeen Proving Ground, MD
- Occupational Medicine Officer; Assistant Wing Surgeon; 3rd Marine Air Wing; San Diego, CA
- Occupational Medicine Officer; Naval Hospital; Jacksonville, FL

2003

- Joint Munitions Command; Rock Island, IL
- Tooele Army Depot; Tooele, UT
- Army Health Clinic; Anniston Army Depot; Anniston, AL
- National Naval Medical Center; Branch Medical Clinic; Indian Head, MD
- 95th Aerospace Medicine Squadron; Edwards AFB, CA
- Defense Forces; Ottawa, Canada

2004

- Occupational Medicine Officer; Assistant Wing Surgeon; First Marine Air Wing; Okinawa, Japan
- Occupational Medicine Officer; National Naval Medical Center; Bethesda, MD
- Occupational Medicine Officer; Army Clinic; Pine Bluff, AK
- Army Medical Department Center and School; San Antonio, TX
- Occupational Medicine Officer; Tripler Army Medical Center; Honolulu, HI
- Occupational Medicine Officer; Navy Ambulatory Care Center; Groton, CT